

ESEA Flexibility Waiver Renewal Process



District of Columbia Office of the State Superintendent of Education

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Background

- On November 13, 2014, the U.S. Department of Education (USDE) announced the Elementary and Secondary Education Act (ESEA) Flexibility Waiver renewal process.
- DC was offered an opportunity to renew its Waiver for a 3-year period, through 2017-2018.
- OSSE, in consultation with stakeholders, is currently working to develop a renewal plan for public comment.
- The submission deadline for the Waiver renewal request is March 31, 2015.

Why Pursue A Waiver Renewal?

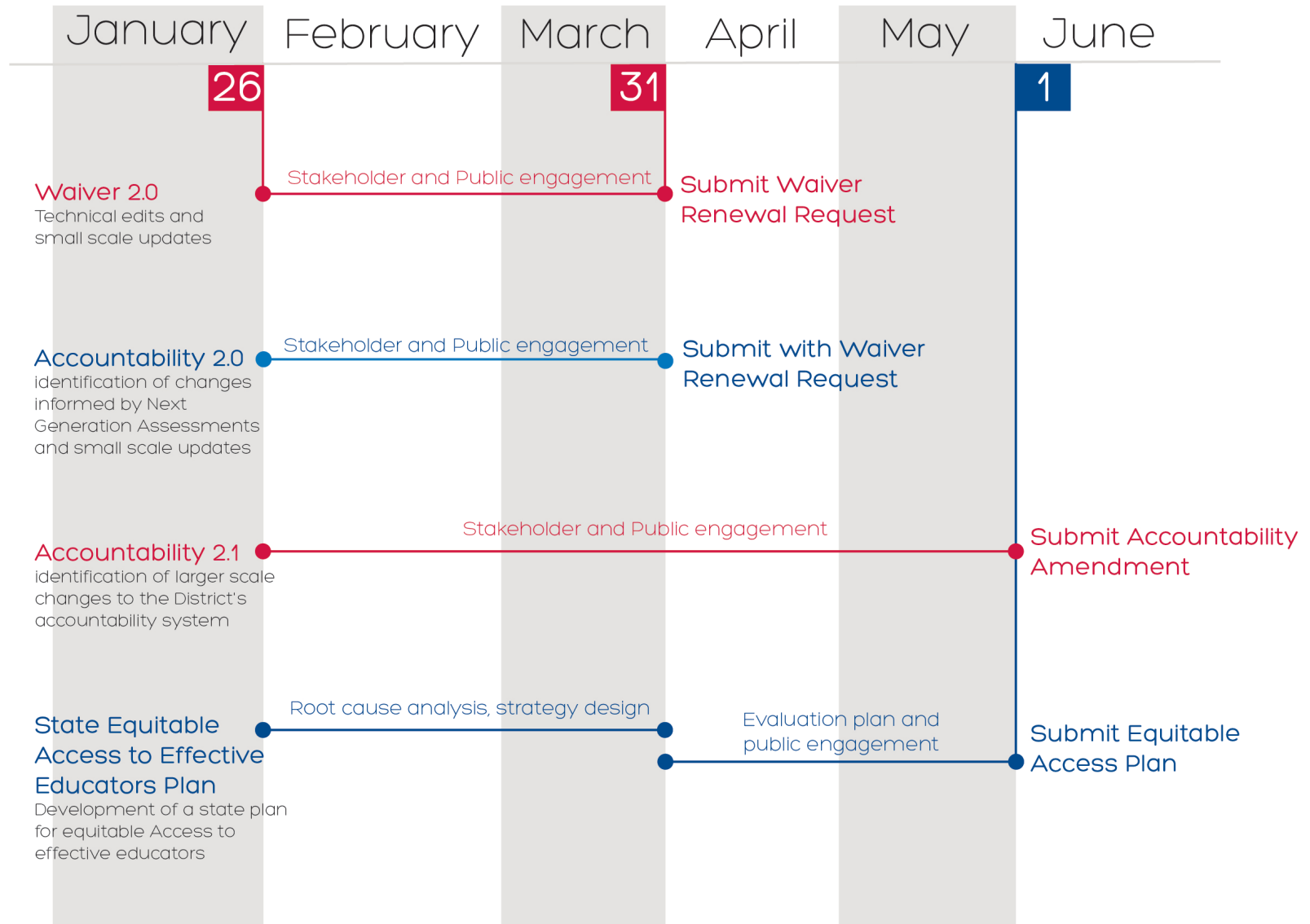
- The Waiver:
 - allows the District to tailor accountability and support systems to meet the specific needs of the District.
 - allows the District to establish meaningful and effective policy on key issues such as school improvements, standards and assessment, and teacher effectiveness.
- Returning to No Child Left Behind (NCLB) would have significant implications due to NCLB's more prescriptive, one-size fits all, nature.
- Rather than going backward, the District is seeking to Incorporate lessons learned to develop a renewed and stronger Waiver to drive school improvement.

USDE's Submission Requirements

- Per guidance issued by USDE on November 13, 2014, the District must include the following in its Waiver renewal submission:
 - Demonstration of how the District has met the requirements and commitments of its current Waiver.
 - Address any areas of non-compliance that were flagged in prior USDE monitoring reports.
- The District may elect, but is not required, to make amendments to our Waiver.

Waiver Renewal and Equitable Access Plan

Project Timeline



Principle 1

Principle 1: College and Career-Ready Expectations for All Students

What is Principle 1?

The purpose of Principle 1 is to:

Develop college & career ready standards in English Language Arts (ELA), Math and Science (Common Core State Standards (CCSS) & Next Generation Science Standards (NGSS)).

Administer annual assessments in grades 3-8 and high school (Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, Next Generation Science Assessment, alternate (Alt) assessments).

Provide professional development and support for educators and school leaders on standards and assessments.

Support successful transitions into post-secondary college and careers.

USDE Guidance for Principle 1

Per USDE guidance, a successful revision of Principle 1 will:

Ensure all students graduate from high school prepared for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency).

Support all students, especially English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and the teachers of those students.

Overview of Principle 1

The District is not required to submit new policy amendments or updates to this principle. However, OSSE proposes the following updates for the Waiver, to memorialize work currently underway:

- Continuing CCSS and NGSS implementation
 - Ex: Educator Leader Cadres, CCSS Deconstruction Cooperative, PD Series in NGSS and CCSS
- Updating to new assessment system

Subject	Past	Future
Reading	DC CAS Reading	PARCC ELA
Math	DC CAS Math	PARCC Math
Writing	DC CAS Composition	PARCC ELA
Science	DC CAS Science	NGSS Assessment
Alternate	DC CAS Alt	NCSC and DC Alt Science

Overview of Principle 1

- Updating supports for students with disabilities and English Language Learners
 - Example: New accessibility in new tests, ongoing targeted professional development for educators.
- In School Year 2013-14, 2 out of 12 Title IIIA Local Education Agencies (LEAs) met the Annual Measurable Achievement Objectives (AMAOs).
- Providing new opportunities for college level learning and setting up for post-secondary success in high school:
 - Example: Career Technical Education (CTE) programs, Advanced Placement (AP) test fee program, STEM (Science/Technology/Engineering/Mathematics) academies, dual enrollment fund, expanded College Career Readiness (CCR) metrics on LearnDC.org.

Principle 2

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

What is Principle 2? The purpose of Principle 2 is to:

Classify schools into “Focus” (achievement gap) “Priority” (lowest performing), and “Reward” (highest performing or highest growth) and other schools.

Set annual targets in ELA, Math & graduation rates to reduce non- proficient students by half over 5 years and decrease non-graduates by 10% annually.

Delegate primary responsibility for oversight of Priority/Focus schools to DC Public Schools (DCPS)/Public Charter School Board (PCSB) for first 3 years of identification, with more prescriptive supports after the third year.

Ensure OSSE provides a comprehensive system of support through four strands to all Title I and non-Title I schools.

Develop a robust system of reporting that is transparent to parents, students, teachers, principals, and the entire education community.

USDE Guidance for Principle 2

Per USDE guidance, a successful revision of Principle 2 will:

Allow implementation of a system of differentiated recognition, accountability, and support.

Use systematic strategies to analyze data and revise approaches to address implementation challenges to ensure that the State Education Agency (SEA) and LEAs are meeting the needs of all students.

Overview of Principle 2: State System of Support

School Classification	System Elements Currently Include:
Reward Schools	<ul style="list-style-type: none"> • LEA Best Practice Dissemination Grant • LEA Support Institutes • Red Ribbon School of Excellence Award • Financial Award
Priority Schools	<ul style="list-style-type: none"> • LEA Learning Support Network • LEA Support Institutes • OSSE Cross Functional Teams • Ongoing monitoring of DCPS and PCSB and school implementation • 20% Title I set-aside to support planning and implementation efforts • Access to School Improvement Grant 1003 (a) funds • Professional development for leaders of schools identified for OSSE intervention
Focus Schools	<ul style="list-style-type: none"> • LEA Support Institutes • OSSE Cross Functional Teams • Ongoing monitoring of DCPS and PCSB and school implementation • 20% Title I set-aside to support planning and implementation efforts • Access to School Improvement Grant 1003 (a) funds • Professional development for leaders of schools identified for OSSE intervention
Other Title I Schools/AMO Schools (Rising and Developing)	<ul style="list-style-type: none"> • LEA Support Institutes • Technical assistance on school planning in the Consolidated Title I application.

Principle 3

Principle 3: Supporting Effective Instruction and Leadership

What is Principle 3?

The purpose of Principle 3 is to:

Require public charter schools to meet federal minimum standards in teacher evaluation through any designed system.

Set state-specific teacher evaluation system requirements for DCPS consistent with IMPACT.

USDE Guidance for Principle 3

Per USDE guidance, a successful revision of Principle 3 will:

Ensure that LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs calculate student growth data based on State assessments administered during the 2014-2015 school year for all teachers of tested grades and subjects and for all principals.

Ensure that each teacher of a tested grade and subject and all principals receive their student growth data based on the 2014-2015 state assessment.

Overview of Principle 3: Current Initiatives

State Model Evaluation System:

- OSSE and a group of LEAs have partnered to create a model teacher evaluation system for opt-in use. An LEA planning committee is currently creating the evaluation tools with a pilot set to commence in the fall of 2015.

Support for English Language Learners (ELLs):

- Ongoing technical assistance and professional development for Title IIIA LEAs around language acquisition program development, monitoring, and evaluation, as well as an ELL institute to explore and examine language acquisition-related policies, programs, and best practices.

Educator Talent Cooperative:

- OSSE-funded teacher retention bonuses will be provided to highly effective teachers in eligible schools and funding will also be provided to schools in order to enhance teacher retention best practices.

Teacher Professional Development Grants:

- **Teacher Quality Improvement Grant**
 - Prioritized high quality teacher induction systems.
- **Math Science Partnership Grant**
 - Prioritized improving teaching practice at high needs LEAs and implementation of Student Learning Objectives (SLOs).

Overview of Principle 3: Monitoring

- Both DCPS and PCSB must engage in monitoring processes that ensure that each LEA or school adheres to USDE's definition of "continuous improvement" including:
 - Using systems, processes, and data to ensure that evaluation and support systems are **positively impacting teacher and principal practice**.
 - Using systems and processes to ensure that **adjustments and revisions** are being made to improve teacher evaluation and support systems.
 - **Continual outreach to principals, teachers, and stakeholders** to identify implementation challenges in order to strengthen principal and teacher evaluation systems.

Overview of Principle 3: Pause of 2014-2015 Student Growth

- LEAs must continue to monitor student growth data for the 2014-2015 year.
- Due to the PARCC transition, LEAs will not be required to use a growth measure associated with the state assessment in teacher evaluations for the 2014-2015 school year.
- The pausing of this requirement will only be for the 2014-2015 school year.

Principle 4

Principle 4: Reduce Duplication and Unnecessary Burden

What is Principle 4?

The purpose of Principle 4 is to:

Ensure that the state education agency take necessary steps to assist in reducing the administrative burden and duplication that schools and local education agencies face.

- OSSE identified Principle 4 as an area for improvement.
- OSSE will expand upon current efforts to reduce administrative burden in consultation with LEAs and other stakeholders.
 - Examples include:
 - Refinement of the Enterprise Grants Management System (EGMS)
 - Shift to risk-based monitoring
 - An expansion of efforts to streamline support for LEAs

Accountability

Accountability 2.0 and 2.1

Different phases of the accountability amendment:

Accountability 2.0 – At the preliminary stage, that will be reflected in the March 31 submission, we will decide on pausing school classifications and make additional technical edits and small scale updates.

Accountability 2.1 – Building on lessons learned and feedback that OSSE received from stakeholders throughout the three years of administering the state's accountability system, we want to leverage the Waiver renewal process to reshape the school accountability and support system in different ways.

Due to the complexity of the discussion, and the need for substantive engagement, we expect the process to extend beyond the March 31 submission deadline and the larger scale changes to the District's accountability system will be submitted to USDE in a later amendment.

Consideration for Accountability 2.0: PARCC Amendment

Based on guidance from USDE, states have two options for SY 2014-2015 classifications:

Classify and **exit** schools based on SY 2014-2015 data (PARCC results of this year) with a flexibility to postpone this classification until January 2015.

Pause classification altogether, and use the current list of Priority and Focus schools in the next school year (2015-2016).

Accountability 2.1

Goals

- Build a set of metrics and a reporting system that would present a complete and accurate picture of quality of our schools, and to add metrics that are more adequate to capture different types of educational settings, such as early education.
- Establish a more effective school classification system that allows DC and its LEAs to monitor schools and encourage improvement across multiple metrics of success.
- Align different accountability systems in the District's education sector into a unified DC-wide accountability system that is clear, efficient and for consumption by the education community and the public.
- Ensure that the accountability system has sufficient flexibility in the way schools can educate students and supports schools that serve every child well.

Accountability 2.1

Consideration #1: New Measures

Considering new and additional measures that will better meet the District's school accountability goals:

- Next Generation Assessments - new measures of academic achievement and growth.
- Non-academic measures such as school climate to account for aspects of school quality that do not appear in a test.
- Broaden measures of completion.

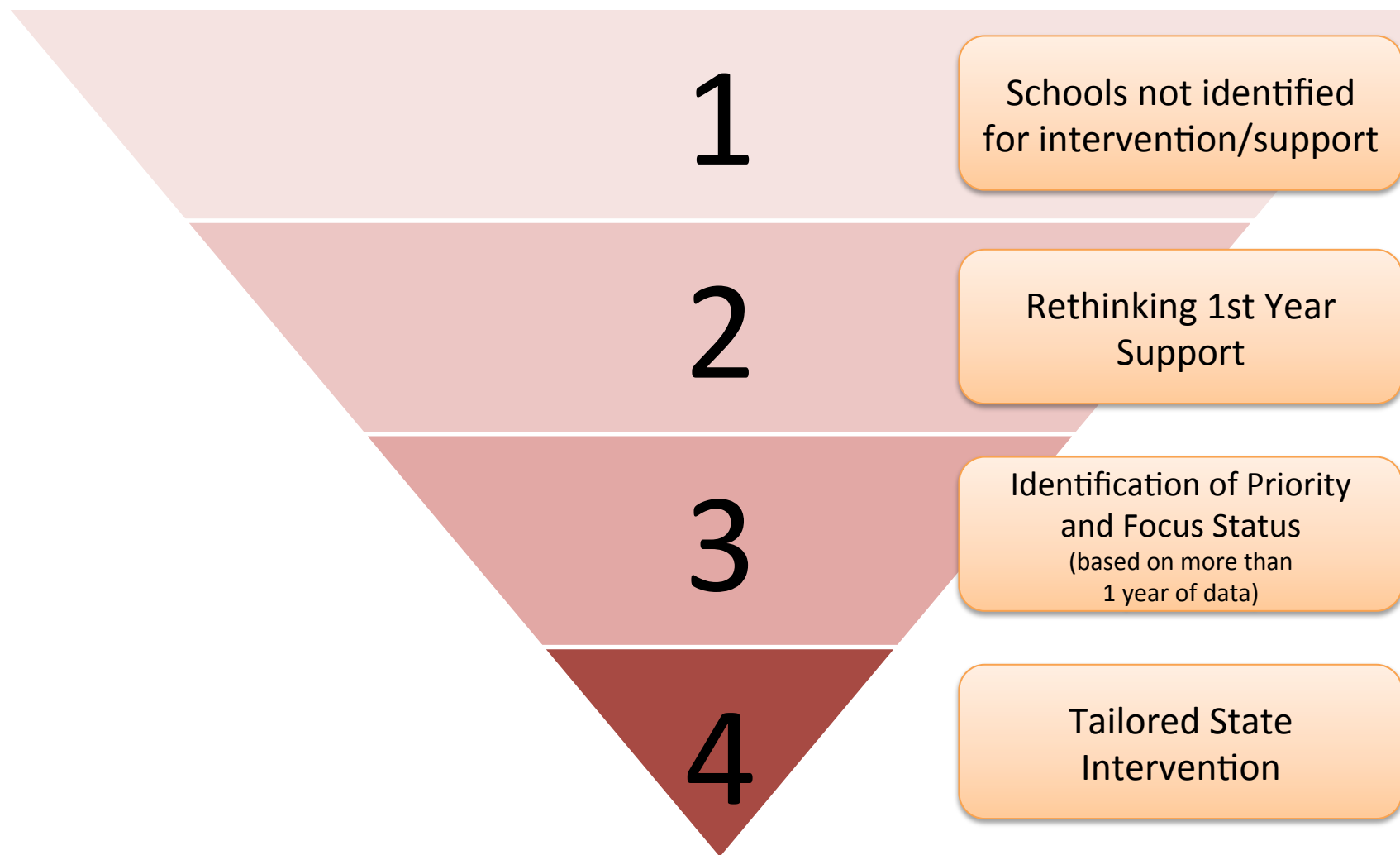
Accountability 2.1

Consideration #2: New Classification Designations

Consider new names for different school classifications that will improve public's understanding of a school's quality and reduce confusion in the designations currently in the classification system.

Accountability 2.1

Consideration #3: Redefining Levels of School Support and Intervention



Accountability 2.1

Consideration #4: Alternative Schools

- Development of adequate metrics for alternative schools.
- OSSE has formed a working group compiled of alternative school leaders, LEAs, PCSB, DCPS, FOCUS and other stakeholders to explore this further.

Accountability 2.1

Consideration #5: Early Childhood Education

- Early childhood quality is rapidly entering the national conversation about accountability and education policy.
- Incorporating the early childhood accountability work into the ESEA accountability system provides an opportunity to both include additional sectors and metrics.

Equitable Access to Excellent Educators Plan

Vision

To raise student achievement and reduce the achievement gap, DC will ensure that all students have access to excellent educators.

To achieve this vision, OSSE will develop a plan to encourage and support school leaders and human capital managers in low-performing schools and schools that serve disadvantaged populations.

Plan for Equitable Access

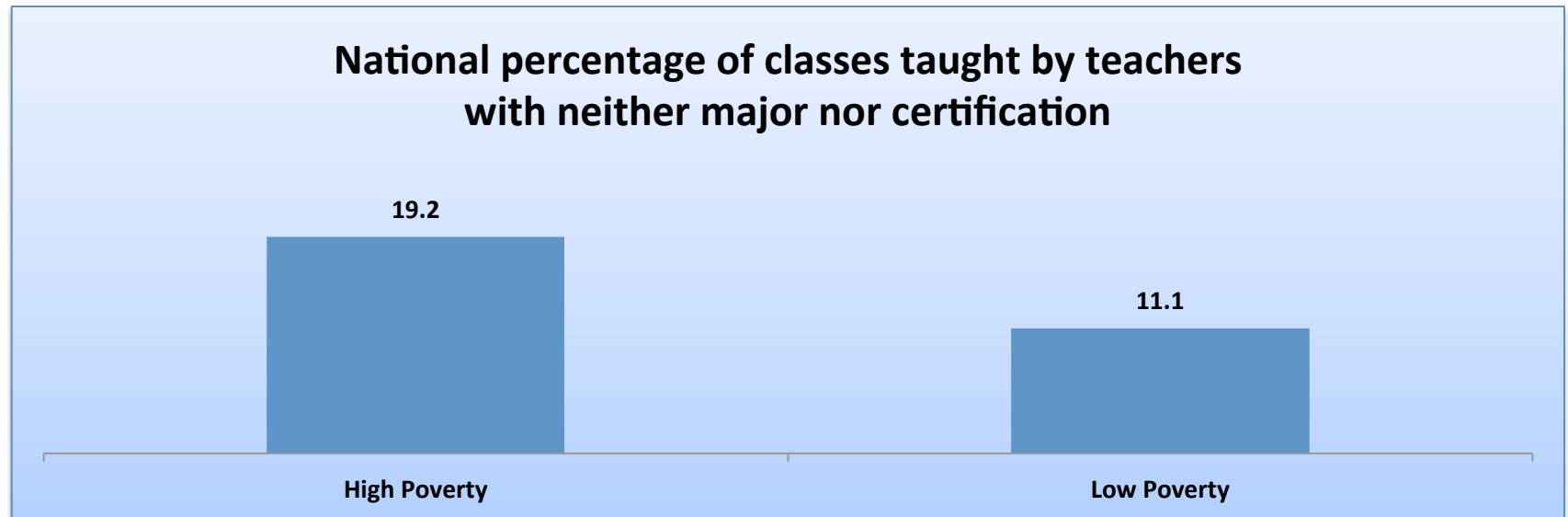
OSSE is required to submit by June a plan for equitable access to excellent educators that includes:

1. Extensive and meaningful stakeholder engagement and consultation process;
2. Data analysis – to identify equity gaps;
3. Root-cause analysis;
4. Strategy design; and
5. Evaluation plan.

What is Equitable Access?

Equitable access gaps are defined by the difference between the rate at which students from low income families or students of color are educated by inexperienced, unqualified, out of field and ineffective teachers.

Example:



What Will be Considered?

- Addressing equitable access at the SEA level allows us to address the issues at all levels:
 1. Inequities between sectors;
 2. Inequities between schools; and
 3. Inequities between classrooms.
- USDE requires us to address equity gaps in the access to experienced, highly qualified and in-field educators. We are encouraged to look at effectiveness as well.

Equitable Access Plan and the ESEA Waiver

The Equitable Access Plan and the ESEA Waiver projects are being uniformly discussed because:

- Both projects have the same goal – to improve low performing schools and to provide better education for all students.
- Principle 2 – to support low-performing schools. This will address Priority and Focus schools' access to effective educators.
- Process – stakeholder engagement.

Engagement

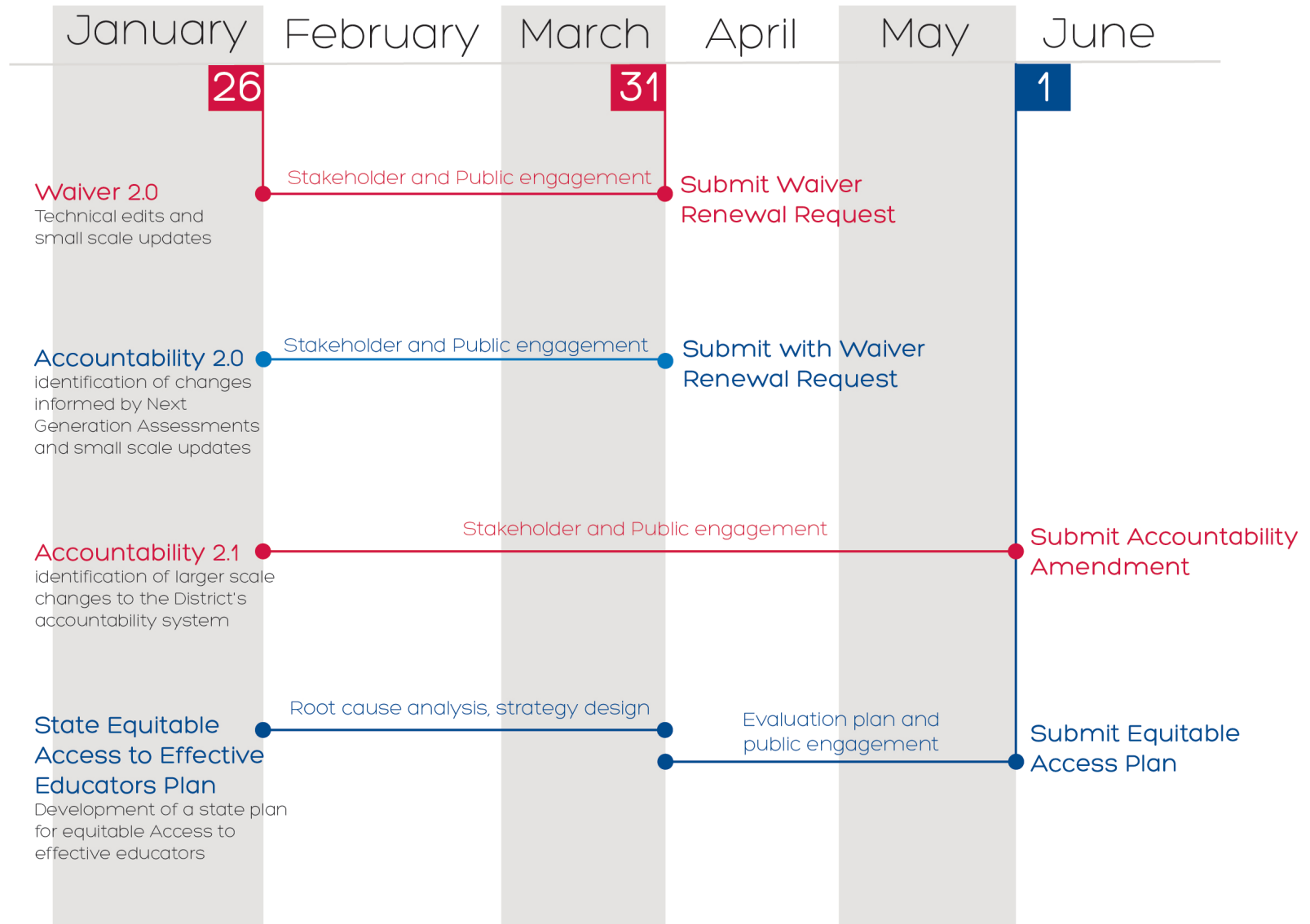
Engagement and Next Steps

In consultation with stakeholders, OSSE is working to develop a renewal plan for public comment by hosting:

- A kick-off stakeholder meeting on January 26th.
- Content-specific meetings on policy amendments for stakeholder feedback.
- Public engagement through community meetings, in partnership with SBOE.
- Webinars for those who are unable to attend content-specific or community meetings.

Waiver Renewal and Equitable Access Plan

Project Timeline



QUESTIONS?

For more information, contact osse.esewaiver@dc.gov